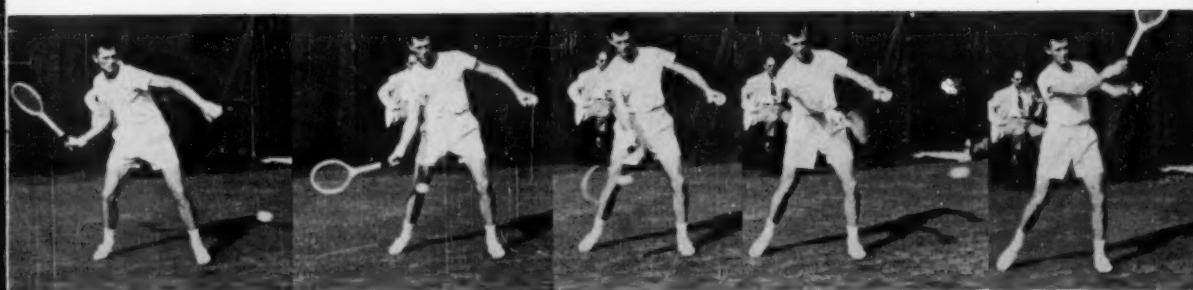
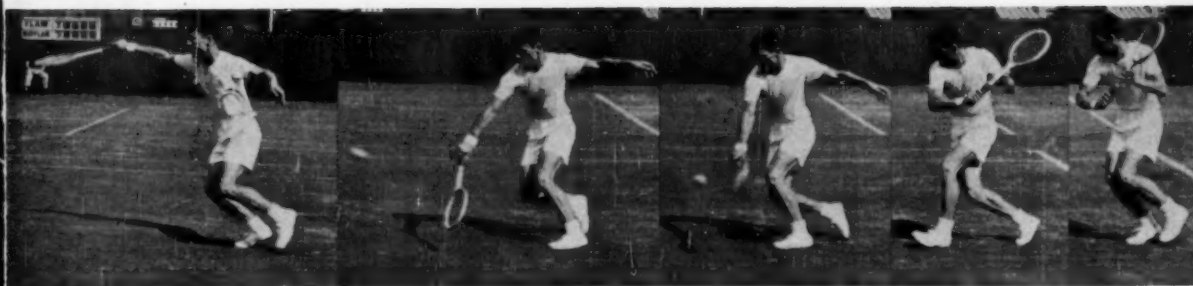


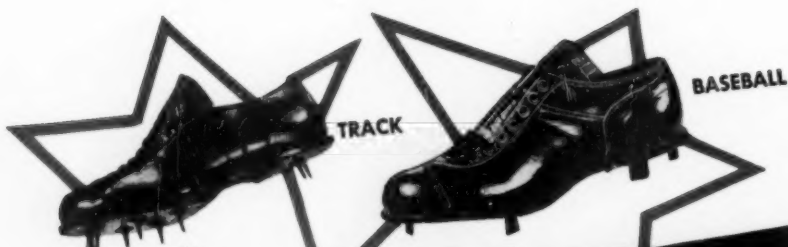
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VOLUME 21 • NUMBER 10 • JUNE

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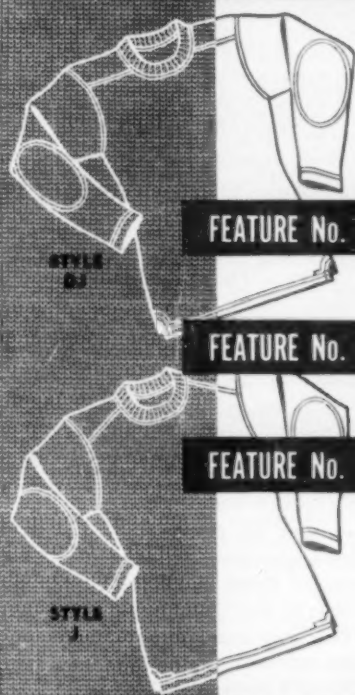
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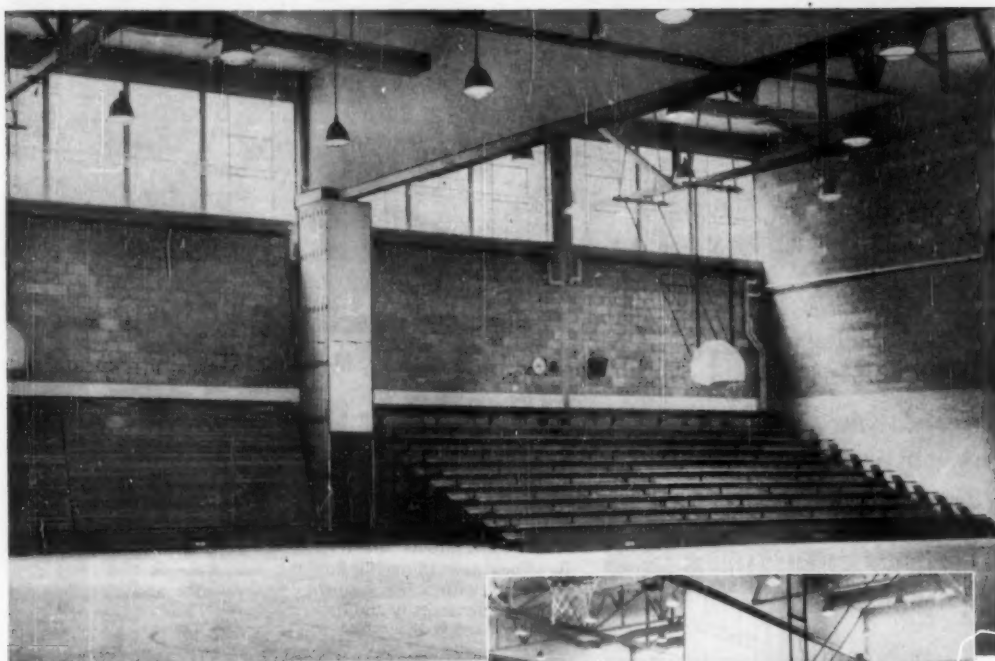
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A Volunteer for defense

FOR a coach who's been a headliner for 20 years, Bob Neyland is a singularly retiring gent. He's what we call a "few-ster." He accepts few coaching school dates, makes few speeches, writes few articles.

But every once in a while the Volunteer coach does shed his cocoon of taciturnity. And being one of the soundest tacticians ever to pace a sideline, his thoughts on Operation X and O seldom fail to stir the imagination.

Take his most recent proclamation, for instance. With coaches going more and more offense-crazy, General Bob calmly alleges that there are more ways of scoring on defense than on offense!

He hammers this thought into his defensive platoon's psyche. Here's how he outlines the scoring avenues open to them: (1) an intercepted pass, (2) a safety, (3) a recovered fumble in mid-air, (4) a blocked kick, and (5) a punt return.

On the other hand, there are only three ways a team can score on offense: (1) a run from scrimmage, (2) a completed pass, and (3) a kick (field goal, extra point).

Neyland realizes that his team too may be victimized by a blocked kick, an intercepted pass, or a recovered fumble. "A team must be prepared to take mistakes as part of the game and not be let down by them," he says. "We train our players to become fired up when they make an error, thus minimizing the opponents' chances of running through us during a mental and physical lull. A team which expects bad breaks will be prepared to bounce back without loss of power, finesse, or speed."

Neyland asserts that every offensive play used by Tennessee is rehearsed 500 times before it is employed in a varsity game. He still owns the notebooks he filled as a player and assistant coach at West Point. One of these brownish, stained, thumb-frazzled notebooks points out the five types of plays,

and gives the mathematical probabilities of each:

Line Plunge—4 out of 5 times you can expect to gain 1½ to 3 yards. The fifth time, no gain.

Line Slant—7 out of 10 times you gain 2 to 5 yards. Twice, no gain. Once you lose a yard.

End Sweep—3 out of 5 times you gain 5 to 15 yards. Once, no gain. Once, lose 5 yards.

Trick Play—2 out of 5 gain 5 to 15 yards. Two, lose 5 to 10 yards. Once, no gain.

Pass Play—you should complete 4 out of 10 for an average gain of 8 to 12 yards. One will be intercepted.

SELECTIVE RECRUITMENT

CAN a school play "big-time" football without impairing its moral and academic standards? The answer is yes. Sure, it would have to recruit, but there's nothing wrong with a policy of selective recruitment—getting boys with good marks and seeing that they maintain them in college. Where this policy prevails, you get a high class type of boy and a high class type of result.

Exhibit A: Remember that Columbia team that upset Army in 1948? Of the 17 letter men who graduated, 8 became engineers, 3 went on to Columbia Medical School, 2 to Columbia Law School, 1 to Denver Law School, 2 to Columbia Teachers College, and 1 into pro football.

SCORING BY THE YARD

OUR campaign to abolish the extra point in football and resolve tie games by awarding a point to the team compiling the most first downs has stimulated considerable interest among the coaching fraternity.

The consensus of opinion seems to be that it's fine and dandy to boot the extra point into the discard but that our recommendation for resolving tie games isn't anything to become rhapsodic about.

Up until this month, we've remained adamant. We've continued to believe that our suggestion was

the best yet advanced—until Walter G. Jackson, of John Burroughs Jr. H.S., Los Angeles, submarined us with this rationale:

I believe there's a fairer way of deciding tie games than by awarding points for first downs. Why not chart the game and, in case of a tie, award the contest to the team that gains (net) the most number of yards from scrimmage—passing and running?

The basis for such an argument is that the team which advances 30 yards on a well-executed play is as entitled to as much credit as the team which advances 30 yards by grinding out three first downs. Yet according to your proposal, though the net yardage gained is the same, the second team would acquire a 3-1 edge in the first down department.

The original idea in football was to advance the ball over the other guy's goal line. If you place too heavy a premium on the first down, you might change the emphasis of the game to advancing the ball only 10 yards.

By scoring the net yards gained from scrimmage, the emphasis remains on advancing the ball as far as you can every time you get your hands on it. The team gaining the edge in this most vital department deserves being awarded the game-winning point (in case of tie).

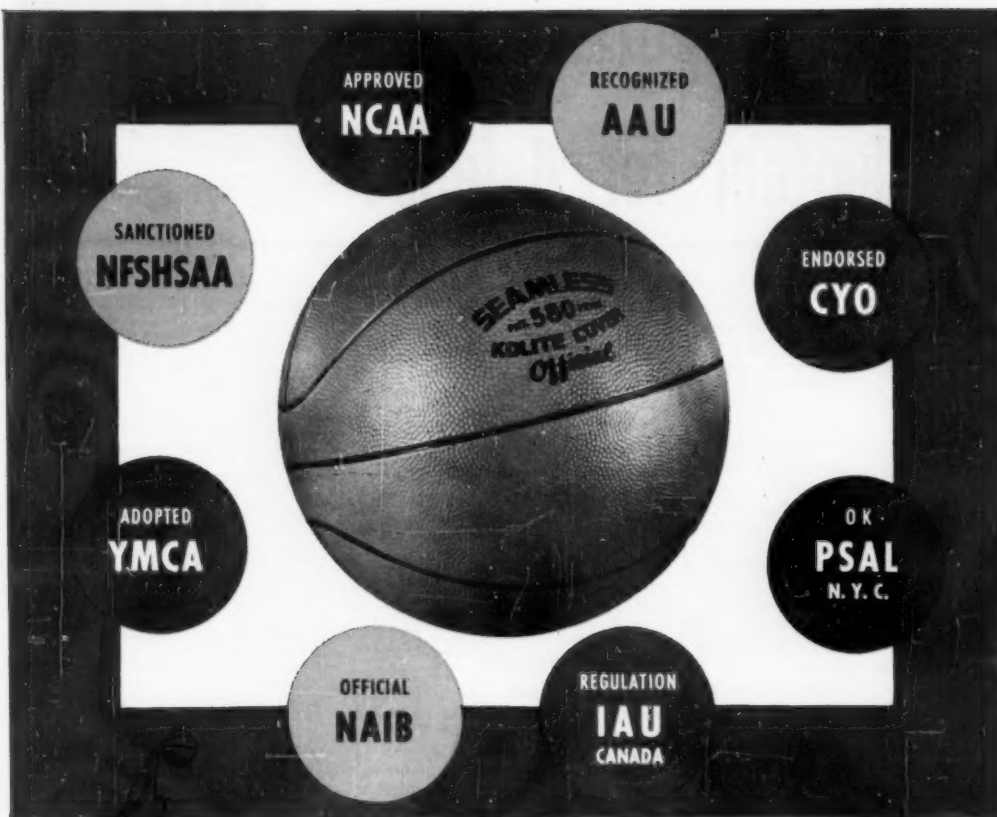
Mr. Jackson's logic is irrefutable, and we'll buy it. All we have to do now is get that point-after-touch-down gimmick erased from the books.

FOOTBALL FOR ALL

WHEN it comes to national football powers, nobody ever thinks of Emory University. The fact is that Emory, though one of the biggest universities in the South, doesn't field a varsity eleven.

Yet more students play football at Emory than at any other school in the land! Last year 2,500 undergraduates got their kicks out of the oblate spheroid. What's more, just as many engaged in basketball, baseball, track, tennis, golf, swimming, and other sports.

How does Emory perform its sports miracles? Simple, with a su-
(Concluded on page 33)



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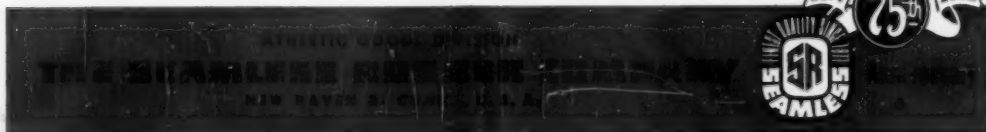
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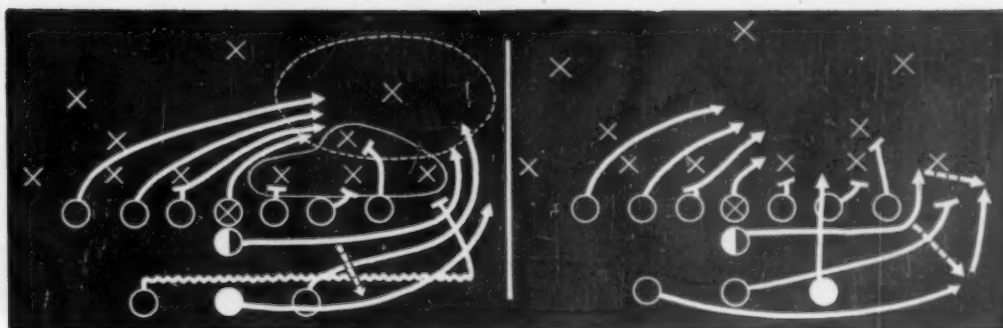
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*Approved for play by mutual agreement of participating coaches.





DIAG. 1: The 38-Pitch-24 play; the solidly circled area at upper right indicates primary danger zone where key blocks must be thrown rapidly; while the broken circle indicates secondary danger zone which involves downfield blocking.

DIAG. 2: The 44 Quickie and 28 Keep or Sweep; Quickie is called as a separate play though backfield pattern is same. Keep or Sweep is an option play where the decision is made by the quarterback after cueing off the defensive left end.

THIRTEEN stalwarts, 11 of whom were linemen, had departed via graduation from a team which had won 5 and lost 5 the previous season. A summer's growth had hardly improved the returnees as far as physical stature was concerned. It was certain to be the smallest team in the 53-year history of football at the school.

The coach, recognizing the futility of the situation, decided to throw caution to the winds. His remarks at the first meeting went something like this: "We've got a long way to go. We've got to find something with which to beat our opponents to the punch. In other words, we've got to 'run where they ain't.'"

"The instrument for this is the Split-T formation. I know little more about it than you do, but if we work together, always attempting to find a better way to do each job, we'll have a ball club that may surprise everyone."

The Simplified Split T

By **KENNETH L. MEYER** Football Coach, Rensselaer (Ind.) H.S.

Time marches on. It is now 12 weeks later. The season's curtain has just come down on a frozen and snow-swept gridiron. The hardy band of little men had just completed a job of annihilating the enemy, 41-7, with a convincing display of Split T power and finesse. The game had written finis to a season of 8 wins and 1 loss.

The squad had numbered about 26 for each game, with the line

averaging 151 pounds. The largest lineman had been the 174-pound right tackle, and the heaviest regular had been the 175-pound fullback.

The "meat" must have been somewhere—and the most likely place was in the simplified Split T.

Only 21 running plays were used the entire season, but no more than 12 were available for any one game. Each of our last seven opponents was scouted meticulously. (The first two couldn't be scouted since they played their first game against us.)

The 12 plays comprised the nine basic plays and three "specials" practiced during the week to exploit specific weaknesses unveiled by the scouts. A short-punt series of three plays was always kept in readiness to vary the attack, especially in third-down situations, since the same formation was used for kicking.

During the week, each of the nine basic plays was scrimmaged ("live" action) over and over against varied defenses, particularly against those the scouts felt would be encountered. Table 3 shows the incidence of the different defenses met in our nine games.

Naturally it was impossible to

TABLE 1
Distribution of Running Game and Ground Yardage

Name of Play	No. Ran	% of Total	Tds.	Yards Gained	% of Total	Ave. Gain
38 Pitch 24	49	15.0	4	391	23.9	7.9
39 Pitch 44	44	13.5	3	237	14.5	5.4
49 Keep	41	12.6	1	190	11.6	4.6
28 Keep	37	11.4	3	166	10.2	4.5
44 Quickie	34	10.4	1	98	6.0	2.9
QB Sneak	27	8.3	4	103	6.4	3.8
25 Quickie	26	8.0	1	80	4.8	3.1
28 Sweep	20	6.1	1	129	7.8	6.4
49 Sweep	8	2.4	1	51	3.1	6.4
12 Other Plays	40	12.3	0	186	11.7	4.7
TOTALS	326	100.0	19	1631	100.0	5.0



TABLE 3
Incidence of Defenses

Defense	Times Met	Teams Using
6-2-2-1	83	6
7-2-2	49	3
5-3-2-1	44	6
7-1-2-1	28	2
6-3-2	27	5
8-3	22	4
6-2-3	16	5
5-4-2	12	3
9-2	8	2
5-3-3	6	2
8-2-1	5	3
8-1-2	4	2
5-1-2-3	2	1
5-1-2-2-1	2	1
6-1-2-2	2	1
6-2-1-2	2	1
7-1-1-2	2	1
7-3-1	2	2
9-1-1	2	2
4-3-4	1	1
4-4-2-1	1	1
4-2-2-3	1	1
5-2-2-2	1	1
6-1-2-1-1	1	1
7-4	1	1
7-2-1-1	1	1
7-1-3	1	1

perfect the offense against all 27 defenses listed, but never did all of the nine plays fail to click in any one game.

To further simplify the teaching of the offense, no blocking codes or rules were given to the linemen. In teaching this type of system (if it may be called a system), we had to have tremendous faith in our boys. With a great number of plays, this would have been virtually impossible.

Each play was scrimmaged literally hundreds of times. The boys had to learn just where the ball-carrier would hit. With so few plays, even the weakest lineman could learn this. The linemen were then shown the various "danger" opponents (see **Diag. 1**) who had to be removed for the plays to gain yardage. They had to be taught how to remove the opponents regardless of where they were positioned, and this took time.

Did they get mixed up? Certainly. But they worked under an unwavering coaching axiom: "I don't care if you do get the wrong man once in a while so long as you put him on his tail and HARD!"

At schools which can't afford movies of the games, it's pretty difficult to check each boy on each play. Then how can you keep them from doubling up on the same man?

You can't. Kids will make mistakes even when equipped with an "infallible" blocking code. But they'll seldom make the same mistake twice if you'll make them feel guilty whenever they fail to think for themselves.

Will they block downfield? What'll keep them from taking the closest man and then quitting? It's up to the coach to implant the proper habits and the desire to block. The boys should be led to believe that they're duty-bound to get a second man even when they're blocking at the hole.

Our weak-side downfield blockers are sent into the secondary "danger area" (**Diag. 1**). They're instructed to take the first man they meet in this area; their trailer gets the next, etc.

Haphazard? Perhaps it is in this era of over-coaching. Nevertheless it works for us. At any rate we spend 30 minutes a week throughout the season on full contact downfield blocking drills. Nobody on the squad is exempt from this work.

The accompanying tables depict the simplicity of our Split T offense. It's essential to mention a very important fact—eight of the 13 boys who saw most of the action made the honor roll at the end of the first six-week grading period. The lads were able to do a great amount of





original thinking—a lost art these days—and thus contributed greatly to the perfection of the attack.

Note in Table 1 that the nine basic plays comprised 87.7% of the total ground offense and accounted for 88.3% of the total ground yardage.

Table 2 analyzes the three general classifications of the total offense. The predominance of the running game was due to the simple fact that we didn't possess a good passer. The quarterback called on his passer mainly to loosen things up.

TABLE 2
Distribution of Offense

Type of Attack	Plays Ran	%	Td's
Outside Tackle	203	51.5	13
Inside Tackle	123	31.2	6
Passing	68	17.3	1
TOTALS	394	100.0	20

In the only game we lost, we did throw 21 passes, nearly a third of our total for the season. But it rebounded on us. By the time we switched back to the running game as our basic weapon, it was too late.

The reason for the outside game comprising over half the total offense is also quite clear. We believe in "running where they ain't." To

successfully implement this theory, the boys knew very well there would have to be a premium on superb conditioning. They knew that many of the games would be settled in the last period and that the better conditioned team would pay off on the wide stuff. They were right.

To emphasize the conditioning factor, the boys started running. First it was two laps of the quarter-mile track after each practice. It progressed until after the second game they were running a full mile after every workout, despite the severity of the practice or the time. Soon it became a matter of mixed emotions . . . pride and something to gripe about.

It also became a school spirit builder. A large chart was mounted on the assembly room board, and toward the end of the season it kept being changed every day to read: "Only 8 more miles to go," "Only 7 more miles to go," etc.

There may be better ways to utilize running as a conditioner, but the above method paid dividends in this particular case. Conditioning was a must and the boys knew it; yet they hadn't a single training rule. That makes another story of another theory, but it's too lengthy to be treated here.

(Concluded on page 33)

KAZMAIER SPINNING

Princeton's remarkable Dick Kazmaier and a teammate demonstrate the mechanics of the fullback spin in these exclusive Scholastic Coach photos.

As ball is delivered, the full takes a short balanced step with left foot directly toward ball. He reaches to accept snap and immediately pulls it to body with both hands. He holds right hand against body elbow tight to hip, and gives with left hand into tail's stomach. His spin is 180° on ball of left foot, and he then pivots off right foot to continue spin on course for hole.

The tail places right forearm on right hip with elbow tight to body. As full puts left hand into tail's stomach, latter brings own left arm over top of full's hand. On "give" (above), he covers ball. On "keep" (below), he grasps right wrist close in against body. Left elbow is also kept close to body to help conceal possession or non-possession. Reaching across body with left arm causes left shoulder to dip a bit, aiding deception.

Two little flaws may be noted in sequences. In "give" above, fullback did not keep right elbow tight to body; while in "keep," full did not extend left (faking) hand fully.



Statue Sequence from the T

By **ROBERT C. MacKENZIE**

U. of San Francisco, Scout for Cleveland Browns

EVERY so often, some old standby of offensive football—some play or play-series which dates back to the days of Thorpe, Rockne, or Grange—enjoys a triumphant return to gridiron favor. Refurbished and modernized, such devices frequently prove as disconcerting to the opposition as any of the neoteric innovations.

One old favorite which has achieved something of a comeback is the statue play. Many will contend that it's never been away. Be that as it may, the statue maneuver has a history which goes back to the dawn of the forward pass. In fact, the primitive Statue of Liberty was keyed to sequence off these early pass plays.

Then how come that the statue—which never was rated as a heavy-duty ground-gainer—has not only survived so long, but has come to enjoy a certain popularity as a climax play? The answer probably rests in a combination of the following facts and circumstances:

1. The play is essentially a reverse and should work successfully in most situations where a basic reverse is in order;

2. The statue is better than the conventional reverse in swinging a

running play wide around a defense which is concentrating important effort on rushing the passer;

3. The statue, in addition to embodying considerable deception, adds dash and variation to an offense;

4. It is the type of maneuver that players like to execute—the kind they enjoy setting-up and then springing on the opposing defense;

5. It has spectator appeal; it's what the fans regard as a "pretty" or a "clever" play;

6. The statue fits nicely into the T-concept of offensive football and is notably improved by T-styling.

In recent seasons, the statue has become popular on all levels of competition. The Los Angeles Rams have used it with some frequency, bringing either Glenn Davis or Vitamin Smith around from the half-back spot to take the handoff from Bob Waterfield or Norm Van Brocklin.

One of the last of the Baltimore Colt teams had a spectacular sequence of passes breaking out of a fake statue effort in which the "around-man" sometimes pulled up abruptly to serve as a blocker while at other times he would roll on out into the flat as a receiver.

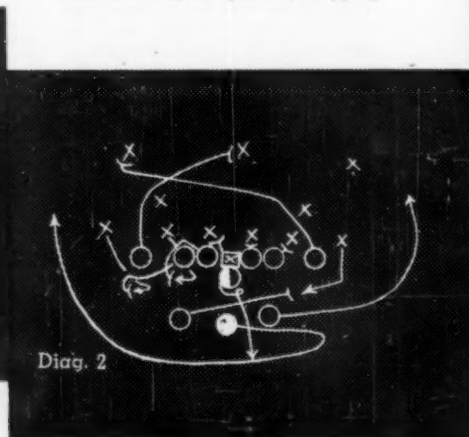
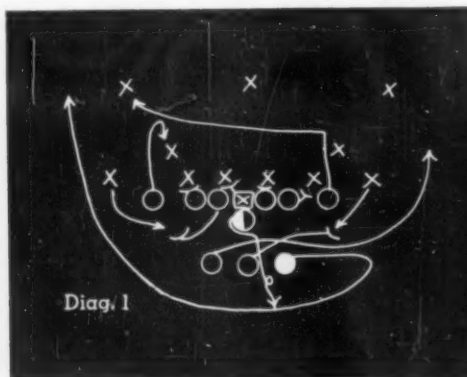
Another interesting statue se-

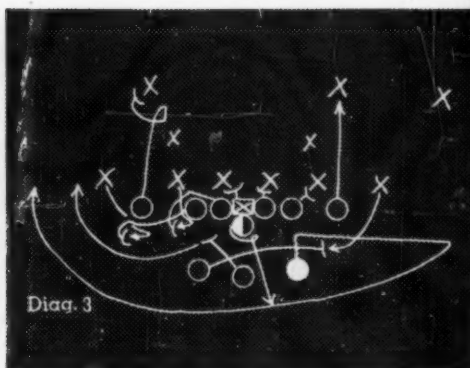
quence is employed by Coach Milt Axt's Polytechnic High team, which has had a stranglehold on the San Francisco prep championship in recent years. In the closing games of 1951, Poly worked with devastating effect a statue followed by a fake statue with an apparently optional screen-pass similar in many respects to some of the plays diagrammed in this article.

The statue, as employed in the T, is a far cry from the old Statue of Liberty of pre- and post-World War I football. In those days, the handoff wasn't the precisely timed thing it is today. Neither was there much subtlety to the faking.

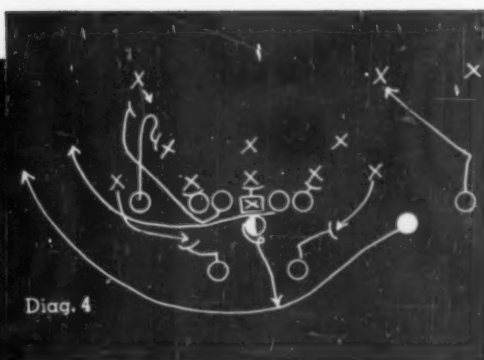
In the oldtime version, the team's passer usually just took the snap from center and assumed an exaggerated "about-to-throw" posture. While pointing downfield with his free arm after the fashion of a javelin thrower, he would bring his pitching arm to a full-cock position—holding the ball slightly above and behind his head. In this posture, the single-wing tailback or the deep back in the short punt would wait for the ball-carrier to come around and take.

In contrast to the above, the faking and handoff of the modern statue play—whether in the single wing or the T—are smooth and subtle. In the case of the T, the quarter, dropping





Diag. 3



Diag. 4

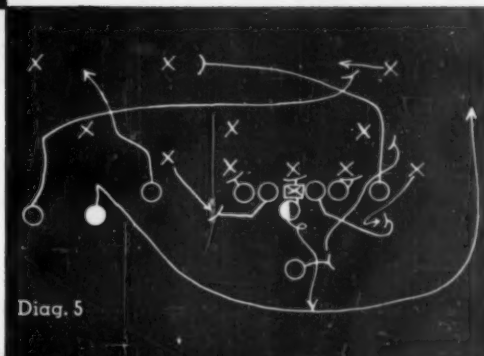
back preparatory to making the handoff, may fade while facing the line of scrimmage or he may fake a quick throw to a hooking end and then dart back and look downfield as if getting set to fire a long one.

Usually he will be holding the ball at the "ready" position—that is, at what might be termed a half-cock as distinguished from the full-cock old-style position in which the ball was held aloft. For the actual hand-off, the quarterback half turns his body, leans back slightly, and then, as the around-man comes racing by, simply lays the ball out for the ball-carrier to gather in as he passes.

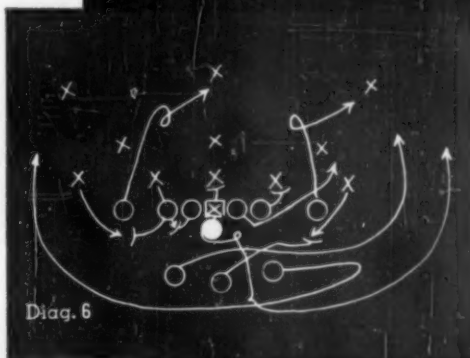
Another modern touch in the T statue is the manner in which the quarterback, when hard-pressed by rushers or when necessary to compensate for a split-second lag on the part of the around-man, can start to drift toward the latter.

With the considerable use that the T makes of the optional pass-run and with many quarterbacks, when rushed, being quite adept at slipping out of the pocket and either improvising a run or flipping a run-

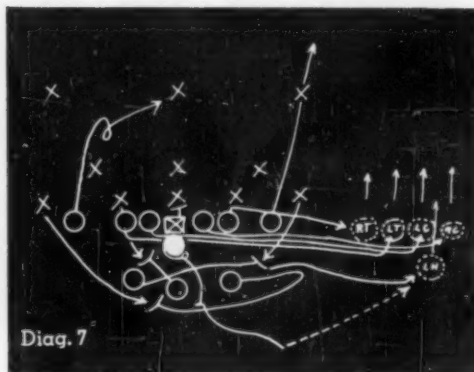
(Continued on page 38)



Diag. 5



Diag. 6



Diag. 7



Diag. 8



PULL-OUT

By RAE CROWTHER

Line Coach, U. of Pennsylvania

FROM the basic stance (No. 1), the player pushes off with the right hand (No. 2). This is followed almost simultaneously by the pivot and throw out. The player throws his right arm back and whips his head around at the same time, pivoting and pushing off with the left (drive) foot, as the other foot is raised and pointed in the direction of attack.

No. 3 shows the start of the pivot. The right arm is being thrown back, the head and shoulders are coming around, the left foot is pivoting and starting to push off, and the right foot is just coming off the ground.

No. 4 shows the pivot at about the three-quarter mark. The right arm is still going back, the head is coming around, the eyes are focusing on the target, and the right foot has been lifted. The pivot and push is coming from the left leg and foot.

In No. 5, the pivot has been completed, the right arm is all the way back, the head and eyes are drawing a bead on the target, and the right foot is planted in the direction of attack. The left leg can now be clearly detected as the drive leg.

No. 6 shows the player picking up drive as the left foot leaves the ground, and No. 7 serves as a beautiful example of balance, drive and power. Remember, where the legs are really driving, the knees are forward and the lower legs approach an angle of force parallel to the ground.



Wingback-Punt Offense

By **MARVIN J. PARR**, Coach, Pine Bush (N. Y.) Central School



SOME of the readers of my May 1951 article on Pine Bush's six-man offense expressed bewilderment last fall upon viewing the Pine Bush attack. They looked for the short punt that had been described so enthusiastically in the article, but couldn't find it. What they did see was a single wing modification of it.

Thereupon hangs a tale that should be of considerable interest and benefit to six-man coaches.

Most men will agree that a team's basic formation should be adapted to the available material. We began the 1951 season on the assumption that the returning veterans would fit into our punt pattern. This proved to be a miscalculation. Try as we might, we just couldn't get the striking power which this formation warranted.

So we set out to modify it. We again experimented with the T formation, but again rejected it. We still found that putting the ball-handler close to the line involved considerable risk and that the clear-pass rule practically eliminated the deceptive value of the T quarterback.

We began to make more use of flankers and to split our ends five instead of three yards. This gave us an overall line spread of 10 yards, plus a wingback outside the end, as shown in **Diag. 1**.

This forced the defensive line to spread 12 or more yards, enabling us to diversify our end play more and thus get the desired blocking angles. We also had to incorporate more automatic calls in order to exploit the defensive shifts necessitated by our overshifted backfield.

Fortunately we were blessed with two players who, though less than 140 pounds, were capable of handling the wingback assignment. That is, they could put the block on the defensive end and possessed the speed for both pass and reverse patterns.

This enabled us to incorporate the run-pass option into our tailback spot, a handy aid to any offense.

Diag. 2 shows our buck against a three-man line with widely split ends. This same play lent itself to an end run wherever we found the opposing end playing inside our wingback, as shown in **Diag. 3**.

Our signals were devised so that the back could run to either side, depending on the play of the defensive center. However, we found that the average center usually deployed in the hole to meet the power.

To keep the defensive backs and right end honest, we designed the reverse outlined in **Diag. 4**. On this play we found it extremely important to have the wingback hold for at least a two-count in order to allow the defense to commit itself. Since they were looking for either of the previous plays or the pass option in **Diag. 5**, we often found them vulnerable to the reverse.

The second fundamental principle was for the tailback to make a well-concealed handoff to the wing. This would set up a naked reverse against any end who tended to crash in order to avoid the potential tailback's block shown in **Diag. 4**.

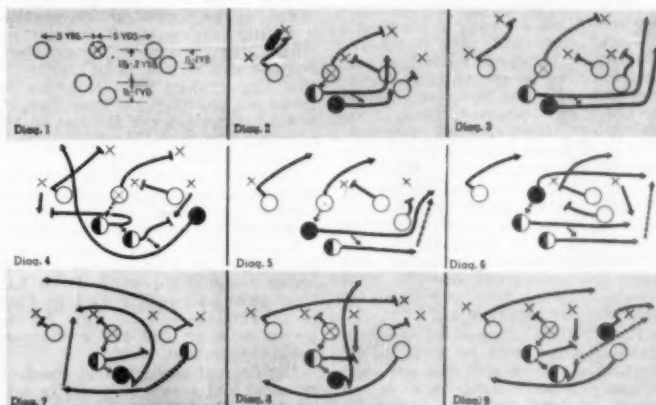
The pass option in **Diag. 5** was set up by the left end and center always coming out of the line the same way, thereby throwing two potential receivers downfield at all times.

The halfback handling the center snap became a potential receiver or passer, since he was in position to take a short pass behind the line whenever the three defensive linemen overcharged or whenever any of them stayed in the line or faded from it.

It will be noted that each time the weak-side end is sent downfield, he must first blunt the charge of the defensive end on his side. We sacrifice two strides downfield, but feel it's worth it since it sets up the opponent for the halfback's block on the reverse (**Diag. 4**).

Our pet play from this pattern last year was for the tailback to dump a pass to the half who had originally handled the ball. We felt that the half made a more logical receiver than the end or center because the latter pair could be covered more easily and could be put to better use as downfield blockers.

(Concluded on page 41)



Psychology of Sports Learning



ACCURACY first, then speed has been the traditionally accepted order in skill teaching. Trow mentions that early psychology stressed the correctness of each movement, since repetition hammers a movement into a pattern of action; and hence the repetition of a correct movement would produce a good pattern, whereas the repetition of an incorrect movement would produce a faulty pattern.

Griffith states that, other things being equal, a period of training which emphasizes an increase in accuracy will also tend to produce an increase in speed. However, a period of training which aims at too great an increase in speed won't always produce a corresponding increase in accuracy.

Speedy but careless work often makes for errors. Sturt believes that it's unwise to demand speed at the very outset, since it increases the difficulty of learning correct movements.

Some evidence indicates a need for speed as well as accuracy. According to Ragsdale, the standard recommendation of accuracy before speed has been questioned as a result of the discovery that fast motion is unlike slow motion in neurophysiological pattern and in form. In other words, the learner who works slowly cannot use the same form that he will employ when his actions become fast.

There's merit to the recommendation that practice should be at optimum speed from the beginning. Dvorak recommends that typing should be practiced as fast as can be done with no more than one error per minute.

Fulton conducted a study concerning speed and accuracy in learning a ballistic movement. The procedure consisted of hitting a rubber ball, which rolled down a specially designed trough. One group emphasized accuracy and increased speed of the swing only when accuracy was high. The other group aimed at speed from the beginning of the training period.

Fulton found the speed group developed greater accuracy than the accuracy group. By the final training period, the total speed of the two groups' strokes was practically the same. The speed group showed a more nearly ballistic type of movement than did the accuracy group.

The question of speed vs. accuracy must be considered in terms of its application. Some activities are pure accuracy events with little or no speed involved, such as basketball

By **DICK MILLER**

School of Education, U. of Illinois

shooting. In this instance the question concerns how may accuracy be obtained.

Other activities are pure speed events with little or no accuracy involved, such as sprinting. However, the large majority of activities combine, in varying degrees, speed and accuracy. The games of football, basketball, tennis, and golf are examples of this combination.

For the most part, these two ingredients are inversely proportional for beginners. For example, a beginning tennis player will invariably lose placement accuracy when he attempts to stroke the ball with excessive power. However, the advanced tennis player may use a great deal of power and still retain accuracy.

Applying speed vs. accuracy to team practice and competition: Coaches should always have their teams practice at full speed, since games are played this way. Where practice sessions are conducted in "second gear," the "high gear" of competition will create poor accuracy and timing.

RISKS OF ACTIVITY

In some activities, the choice between speed and accuracy is influenced by the risks of the activity. Beginning football players, for instance, are less apt to be inspired where accuracy is emphasized instead of speed. The same holds true of tumbling.

Full speed may not be optimum speed. Henry's research shows that a sprinter can move off the starting blocks sooner with the "bunch" start, but not without sacrificing power; so that the medium start is better in terms of crossing the tape first. A broad jumper can run too fast on his approach and thereby sacrifice jumping power from the board.

Controlled speed is the compromise accepted by most teachers. The movement is executed as fast as a reasonable degree of accuracy will allow.

For example, a tennis player hits the ball as hard as he can without losing reasonable control. If he has poor directional perspective, he may be stroking the ball too hard. As the player develops feel and confidence, speed is increased.

The concept of controlled speed is practical and seems to partially satisfy the research on speed vs. accuracy.

Until another more practical and productive theory is found, the concept of controlled speed is recommended for teaching physical skills.

The whole method calls for the complete action always to be practiced as such. The whole-part-whole method calls for an initial picture or demonstration of the whole action and perhaps a few trials, then subsequent practice on separate parts of the whole. After the parts are individually mastered, they are integrated into the whole.

Which method is most effective? McGeoch states that investigations (primarily using memory criteria and nonsense syllables) by Steffens, Penick, and Wylie found the whole method superior, while investigations by Neumann, Reed and Pechstein found the part method superior.

According to Griffith, the whole method is superior to the part method only with respect to certain types of materials and certain individuals: (a) the more meaningful the material the more efficient is the whole method; (b) the method of learning is somewhat dependent upon the magnitude and complexity of the unit to be comprehended; (c) the more intelligent or quick the learner the more efficient is the whole method. The latter point is substantiated by McGeoch.

There's a dearth of experimental evidence on the application of whole or whole-part-whole learning to sports skills. Shay conducted a study on the relative merits of teaching the kip by the whole and the progressive-part methods. His experiment showed that the group using the whole method learned the kip in 38.5 trials as compared to 48.8 trials by the other group.

His critical ratio of 3.3 indicated that a reliable difference existed between the two methods. In explaining the difference, Shay alleged that emphasis on each part distracts attention from the whole; that the part method isn't as meaningful to the student during the training period; and that the part method doesn't favor timing.

From Crosse's study, the wide variation in the gain made by different individuals indicates that innate or acquired differences should receive attention when determining the method to be used.

In summary, a slight majority of the evidence favors the whole method over the part-method. However, the choice of method is evidently contingent upon many factors.

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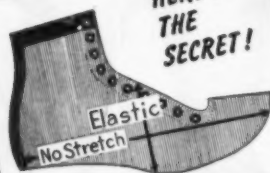
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whole-part-whole method lends itself to certain activities. For instance, pole vaulting can be dangerous to a beginner with no conception of the action other than a mental picture. The progressive-part method is preferable from the safety viewpoint.

The complexity of the activity is also a consideration in prescribing teaching methods. If the activity is complex and composed of many "individual" parts, it should be broken down into its constituent parts for practice.

Take baseball, for example. The game itself is the whole, while the individual skills (batting, catching, throwing, strategy) are the parts. Initial practice is on the individual parts. Then the parts are combined into the whole—a game of baseball.

Golf offers another example of a complex activity. The golfer works on his drives, approaches, and putts as separate parts of the whole—a game of golf.

In activities of a more continuous and simpler nature, the whole method is recommended.

The application of whole or whole-part-whole learning also depends upon the individual's degree of skill. The novice uses the part method for learning complex activities. When the parts are perfected reasonably well, the whole method is recommended for the bulk of further practice.

For example, the beginning basketball player practices shooting, catching, passing, dribbling, and pivoting as separate skills, then applies them in a practice game situation. This situation (the whole) involves timing, strategy, and teamwork that cannot be developed without integrating all the parts into the whole.

Champion performers mostly use the whole method for practice. This applies to a large variety of activities such as bowling, shot-putting, pole vaulting, tennis, soccer, or football. The whole method is necessary for the perfection of timing. In the case of team sports, teamwork and timing are developed only through whole method practice.

The situation or circumstances may determine which method is used. Suppose a physical education teacher wishes to introduce tennis to a class of 30 boys where facilities are very limited. To assure order and organization, as well as the learning of the game, the instructor will have to present each stroke "by the numbers"—the part method.

This discussion of whole and whole-part-whole methods is not conclusive. Further experimental evidence is needed before more definite generalizations are permissible. In view of this discussion, however, the general usage of whole and whole-part-whole methods may be summarized as follows:

In physical activities where a series of movements form a chain reaction in which each movement is necessary for the next and each is difficult to isolate from the whole action, the whole method is recommended for

teaching the activity to the novice.

In physical activities where a number of "self-reliant" movements make up the whole action, it is recommended that the novice develop each "self-reliant" movement separately. The final step calls for coordinating these "self-reliant" movements into the whole action.

TEACHING PROGRESSION

The general teaching sequence that follows is being used successfully by many physical education teachers. Since every teaching situation differs, the progression must be adjusted to meet the practical needs of the situation.

1. *Explanation.* With some activities, a brief historical background implants an appreciation of the activity. The technique instruction is concise and simple. Beginning teachers have a tendency to overtalk. Ragsdale states that verbal directions have little or no value to beginners except for directing observation, and may create feelings of frustration tending to block effective trial. Hagelin found that some beginning swimmers actually worsened after being given certain verbal directions. The verbal directions must be carefully chosen.

2. *Demonstration.* The activity is demonstrated by the whole method so that students may picture mentally what they'll attempt to duplicate physically. The demonstration is given by the instructor or by anyone skilled in the activity. Motion pictures may also serve as a demonstrator. Following the demonstration, the instructor calls for questions on the activity.

3. *Supervised Practice.* The class forms into predetermined patterns and practices the activity. The instructor's job becomes that of correcting whatever faults he notices. He may use one or more of three approaches: (a) verbal correction, an explanation of the fault and what steps are needed to remedy it; (b) manual correction, a manipulation of the appendage or body into the correct action—for instance, a tennis player hitting the ball with a crooked arm may benefit by the instructor placing the arm into its proper position; (c) demonstration correction, a duplication of the action, in good form, so that the novice can mentally refresh his concept of the desired pattern.

As much as possible, the practice periods should take into consideration all the individual differences. The instructor should see that the pupils with poor motor skills receive some satisfaction of achievement, and that the pupils with superior motor skills are challenged to improve.

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(Concluded on page 43)

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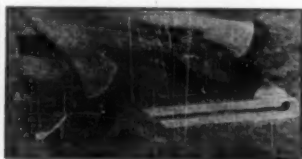
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"Here Below"

(Continued from page 3)

perulative athletics-for-all intramural program that includes all the major and minor sports. As athletic director Thomas McDonnough puts it: "We play the game, not yell at it. Less than 25% of our student body get their exercise by watching others play games."

Emory may never be able to flaunt a trophy emblematic of a national championship, but it can now exhibit an even more precious type of diadem. On April 4 the American Academy of Physical Education honored Emory with a special citation for its superb work in the field.

ANYTIME Russia decides to play a game according to the rules, it's good news. So we might try to be happy about its decision to participate in the 1952 Olympics.

At that we don't look for anything untoward. With the eyes of the entire world focused on Helsinki, the Russians aren't likely to pull anything. They'll be nice grim little Soviets.

Sure they'll devise an interesting point system to assure victory over the decadent democracies. But we can afford to be big about it. Just think of the "concessions" that they'll be making. They'll be participating in an event in which veto power will be non-existing, the satellite states will be of no help, and *Pravda* won't be the only paper covering the event!

Simplified Split T

(Continued from page 9)

The team lacked a good inside attack. Reason—the 151 pounds along the line. The inside attack had to be used to conserve energy and to pull the defense in, but we all know it didn't function too well. It did move, however, when teams started loading the outside in anticipation of the "down the line" quarterback maneuver.

Had the team possessed strong enough linemen to make the "quickies" and "counters" real threats, the offense would have been better balanced with greater yardage possibilities at each hole, especially the outside.

Simplicity, desire, fun, sacrifice, and hard work would probably sum up the effort described above. The coaching staff? Just about ducked that question . . . one man . . . and he had a lot of fun too!

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Parent-Child Swimming Classes

IF YOU intend working at a swimming pool this summer, give the parent-child class a try. You'll find it popular, entertaining, and lucrative. You'll get more students than you can schedule and you'll fill a very definite need in your community.

Designed particularly for the 5-to-8-year old child and his or her mother or father, the idea originated with me three summers ago when I was given the opportunity to teach any of the age groups not serviced by the local Municipal Pool's free learn-to-swim program.

Since the pool conducted classes for the 8-to-16-year olds, that left the adults and little children to me. Adults are very easy to handle, but the tots are something else. I couldn't quite visualize what I'd do if one of them began crying, another needed to go to the bathroom, and a third became "scared stiff."

While mulling over the "baby sitter" problem, I suddenly hit upon the solution—a combined parent-child class. I decided to give it a try. So I advertised it in the newspaper and on the radio. The response was terrific. The idea was an instantaneous success.

Today, after three summers of experimenting and adjusting, I can offer a syllabus for setting up a similar program.

SCHEDULE

Arrange a schedule with the pool authorities that will assure you of having the shallow end of the pool—or at least half of it. These periods should be no less than 30 minutes or more than 60 minutes in duration.

My program includes a 45-minute instruction period with a 15-minute leeway for clearing the dressing rooms for the incoming public. The course itself consists of 10 lessons, with the class meeting five times a week at the same hour.

SIZE OF CLASS

Decide on the number of pairs you

can handle, and then limit your class to this amount.

My usual class enrollment is 12 pairs, or 24 members. But I employ an assistant. Without her I would have to limit my class to six or eight pairs. Likewise, if my time interval were to be reduced to 30 minutes, I'd have to lower the membership accordingly. It's very essential to plan the time and enrollment carefully to assure each member of some individual instruction every period.

FEE

The fee for the course must be given considerable thought. The amount will depend on many factors: (1) whether you're required to pay rental charges to the pool; (2) whether you can offer the enrollees

By VIRGINIA KERNS

Eugene, Oregon

free admission to the pool; (3) whether you employ an assistant; (4) whether you can receive your own phone calls and do your own scheduling of prospective members, or have to pay someone to do it for you; (5) whether your pool caters to a wealthy or middle class community; (6) whether the pool is municipally or privately owned; etc.

Because my classes are set up in a municipal pool, I try to keep the fee very low in order to appeal to all and to save the city the embarrassment of any complaints of overcharging. The charge for the 10-lesson course is \$4.50 per student or \$9 per pair. This includes free entry to the pool.

AIMS

The objectives of the course should be carefully outlined to the parents on opening day—or before, if they should inquire. The aims should include such things as teaching the child and the parent to be at ease in the water, teaching the parent to swim, and a sincere attempt at teaching the child to swim.

The parent should be informed

that sometimes a child is too young and lacks the desire, coordination, or comprehension to learn how to swim. Nevertheless, he will learn many things of value about being "at home" in the water so that learning will come much easier a year or two later.

Though the mother or father may already be a swimmer, this doesn't alter the general plans of the course. For them, offer the latest coaching on improving, perfecting, and polishing their stroke, and some help on diving during the last two lessons.

Other aims may include such things as making swimming fun and promoting a valuable family relationship of enjoying sports together.

ADVERTISE

After you've set up the time, place, class-size, fee, and aims, you're ready to advertise for enrollees. A newspaper article rather than a classified ad is the best stimulus. Radio spot announcements also bring in recruits, and posters, strategically placed, help a lot.

If you're taking care of your own registering, have your schedule book handy at all times and place the enrollees' names in the date-period open or most convenient to their vacations, etc. Take names as far into the summer as they extend. Also make sure to arrange a waiting list for each 10-lesson period, for sickness or change of plans will eliminate a greater and greater percentage as the summer nears an end.

REGISTRATION

The half hour preceding the first date in each of my 10-lesson series is used for accepting fees and outlining the aims and regulations. This system works well for the enrollees, since they register by phone and aren't inconvenienced to pay until the time they actually come for instruction.

About a week before their course is to begin, I remind them by phone of the time and place. If any back out, I call upon the waiting list. This works fine until the last two sessions when a fair percentage cool off and put off their course till next summer.

With this in mind, you might plan your own vacation for August or have those class members pay their fees on some set date in July.

GENERAL LESSON PLAN

Immediately after registration on the first day, the instructor should explain the general set-up of the pool, such as shower requirements, attention to whistle, no running, etc.

I explain that classes will be held regardless of weather conditions. That removes the necessity of many phone inquiries and shifting of schedules. I also tell the students to arrive on time, come out on the deck in dry suit, receive dry land drill, and return for showers when directed.

Since the children become tired

(Continued on page 46)



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New Books on the Sport Shelf

- **IN AND OUTS OF BASEBALL.** By O. H. Vogel. Pp. 453. Illustrated—photos and diagrams. St. Louis: C. V. Mosby Co. \$5.50.

HERE'S a superb addition to the technical literature on baseball—one of the two or three best books ever written on the sport. Crammed into its 453 pages is everything a coach could ask for on every phase of the game. You name it, the book's got it.

Defense? Eleven big chapters cover fielding and throwing, the pitching and catching, the catcher and catching, the battery, play of the four individual infielders (each gets an individual chapter), the keystone combination, play of the outfielder, and defensive play and drills.

Offense? There are: batting and bunting, base running, and general offensive play.

Management? Five chapters cover: directing team play, game preparations, team organization, administration of the baseball program, and construction and care of the diamond.

In addition to the analyses of actual playing techniques, there are fine, helpful treatises on the keeping of records, charts, and the score; training and conditioning; and umpiring.

All the analyses are detailed with crystal-clear clarity, and complemented with 167 excellent illustrations. Many progressive action sequences are used to illustrate such vital techniques as double plays, tagging a runner, sliding, and stretching for a throw.

Every player and coach on every level of competition—and that goes for professional ball, too—will find this book as soul-satisfying as a homer with the bases full.

- **BASKETBALL For the High School Coach and The Physical Education Teacher.** By Heber Newsom. Pp. 156. Illustrated—diagrams and free-line drawings. Dubuque, Iowa: Wm. C. Brown Co. \$3.

THE author, who is associate supervisor of physical education in charge of basketball at the U. of California, has designed a practical handbook for the young coach and teacher.

Having coached high school ball for 10 years and supervised five basketball activity classes a day and two coaching courses a term (on the college level) for the past 20 years, he possesses more than a nodding acquaintance with the game; and he compounds his broad experience into this volume.

He isn't interested here in the deep, "inside" stuff. His principal objective is presenting a wealth of practical aids, in simple and understandable form, for the young coach and teacher.

He introduces numerous game-sit-

uation drills and carefully analyzes the basic fundamentals of offense and defense. He also tells how to cut the squad and select the team, how to build the team offense, and how to design team defense.

This comprises the first half of the book. The second part is prepared specifically for the physical ed teacher, and covers problems in activity classes; teaching technique and guiding principles; class organization; rules, drills, and scrimmage; lesson plans; and games, contests, and relays.

Miscellaneous

- **Oklahoma Split T Football.** By Bud Wilkinson. Pp. 244. Illustrated—photos and diagrams. New York: Prentice-Hall, Inc. (A superb technical text that will be reviewed in detail in September issue.)

- **Basic Kinesiology.** By Ferd J. Lipovetz. Pp. 105. Illustrated—drawings. Minneapolis: Burgess Publishing Co. \$3.75. (A textbook of body mechanics and analysis of muscular movements for students and teachers.)

- **Foundations of Physical Education.** By Charles A. Bucher. Pp. 417. Illustrated—photos. St. Louis: The C. V. Mosby Co. \$5.50. (A magnificent definitive work on the nature and scope of physical education.)

- **1952 Baseball Register.** Compiled by J. G. Taylor Spink and collaborators. Pp. 312. St. Louis: C. C. Spink & Son. \$3. (A beautiful record book of the game's 400, past and present.)

- **Baseball Is Their Business.** Edited by Harold Rosenthal. Pp. 180. New York: Random House. \$2.50. (An interesting account of the major activities related to baseball—scouting, radio announcing, managing, playing, reporting, etc.—with famous people contributing a chapter apiece on their specialty.)

- **Roy Campanella.** By Dick Young. Pp. 184. Illustrated. New York: A. S. Barnes & Co. \$2.50. (An absorbing biography of 1951's National League most valuable player.)

- **Yogi Berra.** By Joe Trimble. Pp. 184. Illustrated. New York: A. S. Barnes & Co. \$2.50. (The stimulating story of the 1951 American League most valuable player.)

- **Inside the Majors.** By Joe Reichler. Pp. 192. Illustrated—photos and drawings. New York: Hart Publications. \$2.95. (A large handsome book containing the tints of 48 big league stars, plus several other unusual features.)

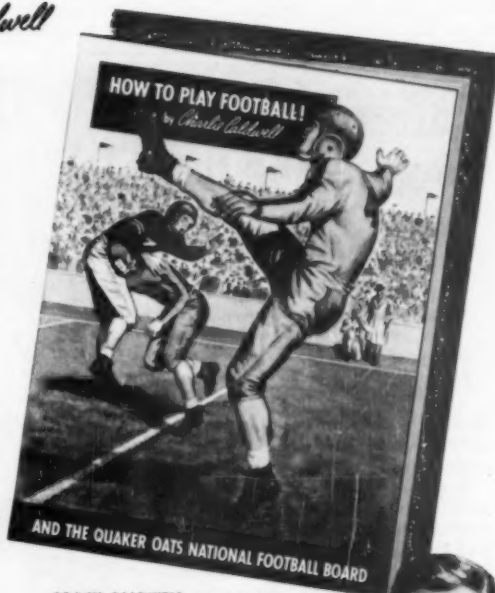
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ning pass, the quarter can drift toward the around-man without in the least impairing the deceptive qualities of the play. In fact, in many cases, such a drift can actually increase the play's strength by drawing the defense even more deeply into an erroneous commitment.

A less spectacular change but an important one, nevertheless, is the employment of "swing-around" or "peel-back" blocking on the side of the line under attack.

As indicated in many of the accompanying diagrams, the blocker momentarily checks an intruding defender with a shoulder block, then horses him to one side or the other,

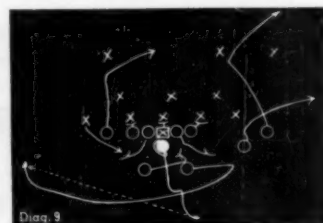
pivoting with him as he goes in such a manner as to wheel around and post in a position from which a second and sustained block can be applied from the outside to hold the opponent inside the blocker when said defender, ascertaining the true nature of the play, tries to recover from his inside commitment and cover wide against the wide-swinging around-man.

The blocker must concentrate on

maintaining his own stability and body control at the moment of initial impact, so that he will be able to carry out the second and highly important swing-and-post part of the operation. Basic to the effective execution of this particular block is the principle that the blocker must maintain close proximity, if not actual contact, with the defender while pivoting around to post the final block from the outside.

This technique of checking the defender and then peeling back on him from the outside, is especially valuable in handling alert and aggressive defensive linemen who might otherwise play havoc with a deep-swinging play of a delayed nature.

The peel-back type of blocking permits such defenders to come in sufficiently far to be trapped, but keeps them from penetrating either far enough or fast enough to break up the play. Peel-back blocking is highly effective against defensive players who have been drilled in reacting against the blocking pressure.



Also in its favor is the fact that it utilizes the momentum of the charging defender, while the blocker has only to brace, bump, and pivot before the peel-back. In the final stage of the maneuver, the blocker can use almost any technique he wishes—shoulder block, cross-body, or shield block.

Progressing to the actual patterns of the statue series, we arrive at **Diag. 1**, the least complicated example of a T statue. It employs a conventional blocking arrangement similar to that used on some pass plays, except for the fact that the guard pulls back and takes the defensive end in and toward the line of scrimmage instead of driving him out and back from the pocket area.

This usually can be done without too much difficulty if the guard will pull fairly deep, since the defensive end tends to chase the three backs who all start initially toward the

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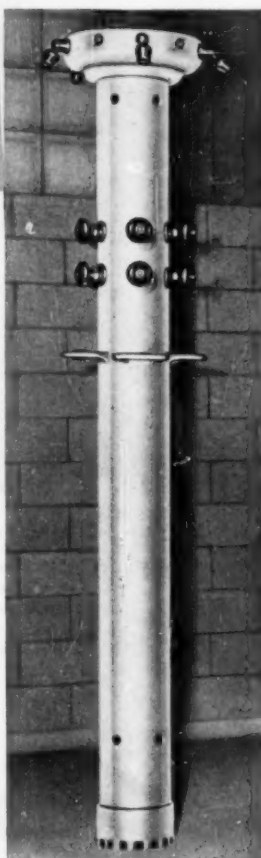
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far side. By the time the defensive end spots the around-man's reversal of direction, it's usually too late and he finds himself hooked as he tries to recover.

The offensive left end buttonhooks after four fast steps, hoping to pull the defensive right halfback in on him. This should simultaneously set up the back for a block by the offensive right end coming across, and place the hooking end in position to come up and post a block on the linebacker if the latter isn't fooled or is able to make a quick recovery.



Diag. 10

The fullback statue in **Diag. 2** is designed to accomplish the same results as the preceding play. However, it employs the swing-around or peel-back type of blocking by the offensive left tackle and guard on the opposing end and tackle, respectively. Also, it attempts to secure blocking on both the safety and the dangerous defensive halfback by crossing the ends as indicated.

The value of the fullback statue is that with many defenses keying off on the initial moves of the offensive halfbacks, the fullback's coming back is often missed until it's too late for the defense to stop the play short of an important gain. Coaches who play their best ball-carrier in the fullback slot should take particular notice of this statue.

Dia. 3-5 illustrate a few of the many ways in which flankers and motion may draw the defense into a vulnerable overshift. In general, the basic principles of these plays are the same as those previously diagrammed.

An additional aspect, however, is the fact that in **Diag. 3** the fullback is used as an insurance blocker against an unusually powerful or aggressive defender breaking through the peel-back blocking.

The fullback hesitates momentarily after taking two quick, short steps forward in order to let the left half cross behind him. After making certain that no defender rockets through to smear the play before the handoff can be completed, the fullback swings wide as a personal interferer.

The play in **Diag. 5** is diagrammed with the statue maneuver striking toward the right rather than the

left. With a right-handed quarterback, the handoff is more natural when the play is swinging toward the left. However, a good ball-handling quarter with fair agility can execute a last-instant half-turn in such manner that delivery can be made to an around-man coming from left to right.

Usually, though, a fake statue is more effective than a true statue when going around the right side, provided that the offensive team has already baited the defense with a real statue play to the left and that the deception on the fake statue is carried off in convincing fashion.

Diag. 6 shows one version of the

fake statue. If the quarterback possesses speed and elusiveness in an open field, the fake statue will sometimes break up a close ball game. But whatever the talents of the quarter may be, if his team has been having some success with the statue and the fake statue, a screen-pass off the fake statue—as diagrammed in **Diag. 7**—is a natural.

Another category of plays in the statue series consists of forward passes by the quarterback after fake statue handoffs.

In **Diag. 8**, the quarter rifles a long pass to the right end who has used a hook-and-go to get out beyond the defensive back covering him.

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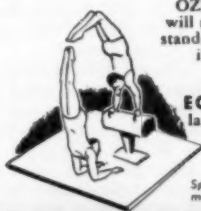
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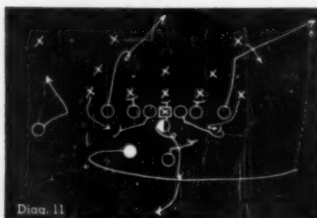
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The around-man, after the fake, pulls up to act as an insurance blocker.

In **Diag. 9**, the around-man becomes a receiver after a fake take. The fake on this one must be intentionally poor—not so poor as to tip off the defense, but sufficiently poor to prevent the defense from going for him.



Diag. 11

The around-man should try to leave daylight between himself and the quarter as the fake is made, after which he should sprint a few steps before settling down to a jog, letting his arms swing freely as he does so. He should also glance back over his shoulder as if casually noting the progress of matters in the area he has just left. To all intents and purposes, he has completed his assignment and is now strictly a spectator.

If the faking has been done right and if the defense has already been baited with the fake statue, the around-man can sometimes drift out to a nearby sideline and be virtually uncovered when the quarter rears back and fires to him.

The pass play in **Diag. 10** is a variation of the preceding one. This time, however, the fake is run normally and convincingly, without the concentration on the around-man as a receiver.

Instead, four possible receivers fan out from the statue pattern—the two ends going deep, the full-back going into the right flat, and the right half coming around into the left flat. The passer takes his choice of these possible receivers according to the manner in which the defense reacts.

The maneuver in **Diag. 11** completes the cycle. This is a forward pass thrown by the around-man after he has taken the ball from the quarter on a statue handoff.

The play is most useful against a defense which has been alerted to the statues and fake statues previously described and is concentrating against these efforts. This pass is even more effective when used to the left, as it can be, provided a left-handed right halfback is available to throw it.

These plays are not guaranteed to produce touchdowns, but they will add variety and TNT to the attack.

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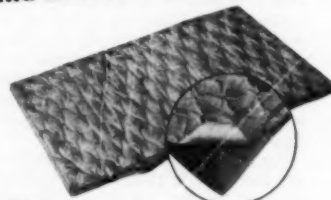
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Six-Man Wingback-Punt Offense

(Continued from page 13)

By passing to either man, we would lose the effect of one downfield blocker.

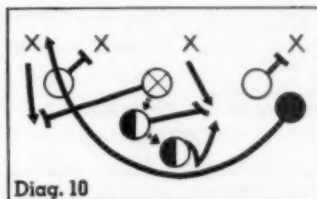
However, we incorporated a variation of this pass pattern which did employ the center or end as a receiver. We did this to keep the defense playing them. The play is shown in **Diag. 6**.

A lateral to the wingback worked nicely on this play whenever our right end could slip off his block in time to get ahead of the defensive half. The center, however, was always given the option of a keep.

Setting the wingback in motion to the left, as in **Diag. 7**, set up a whole new sequence. This was particularly effective against a four-man line, especially with a left-handed passer in the wingback spot. **Diag. 7** shows the possibilities of an option pass or keep from this sequence.

This formation and the tailback spin afforded many possibilities in that after the "clear pass" a good fake to the wingback could set the

tailback up in position to run or pass. In this case, an occasional pitchout to the wingback also offered a potent pill for rival coaches to swallow. **Diags. 8-10** present other excellent 'plays' in this sequence.



The attack could be made still more deceptive and powerful by having the linemen and wingback vary their play. In **Diags. 2-6** of the fundamental pattern, it will be noted that the offensive right end cross-blocks on the center. This is an effective block, but if used constantly is bound to alert the center.

We have thus found it expedient to have our center hit him once in a while, particularly when we catch him over-concentrating on our end.

It might be well at this point to mention that officials cannot call a clip in the neutral zone, so that even if the defensive center has his back to our center—which we want—our man's in a perfectly legal position to hit him without drawing a penalty.

To play safe, however, it's a good idea to warn the official of this type of block before the game. This will eliminate unnecessary confusion, to say nothing of a possible penalty.

Though it's safe to assume that certain defenses can probably stop this attack, there's no question that it will tax rival coaches to the limit. By incorporating several patterns of look-alike plays, we feel we can catch the defense off-balance and capitalize on any flaw in their set-up.

Marvin J. (Doc) Parr coaches the six-man forces of Pine Bush (N.Y.) Central School. Following his first piece in Scholastic Coach last May, "Six-Man Short Punt Patterns," Doc had the honor of presenting the six-man lecture-demonstration at the N.Y. State H. S. A. A. Coaching Clinic and at the Northern New York Coaches Workshop.



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Before you decide a permanent grandstand is "too expensive," investigate Berlin Type "C" Grandstands. A permanent grandstand is the safest of all outdoor seating arrangements. Economy is affected by simplified design and complete fabrication in one of Wisconsin's largest and most complete fabrication plants . . . no field welding or material cutting necessary.

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SAND SCOOPS
THEM ALL
WITH . . .



**SAND
KNIT**

FOOTBALL CLOTHING

- Special knit construction
- Elastic • Tough • Lightweight

850A DELUXE JERSEY

A new improved lightweight DuPont Nylon jersey with runproof backing made on specially constructed 22 needle machines, an exclusive in the athletic clothing industry. This deluxe jersey surpasses all others for body-hugging elasticity because of its unusually fine stitch. A real bear for wear, not a "tear off" jersey, yet weighs only 10½ oz. complete with numerals. Truly the finest knit jersey on the market! Available in all styles and stripes.

53C RIBBET-WONDER KNIT PANTS

Hugs the body like skin and the elasticity is all in the knit. Made of reinforced DuPont Nylon with no rubber yarns at all. The greatest improvement since the 2-way stretch fabric! Ribbet-knit—outstanding for rugged wear and laundering. Features hanging thigh guard pockets, zipper front and reversible knee pad pockets. All School colors.

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538 S. Wabash Ave.

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Scoring Control IN THE PALM OF YOUR HAND **NADEN** ELECTRIC SCOREBOARDS

Eliminate guess work and inaccurate scoring with the **NADEN ELECTRIC SCOREBOARDS**. Compact, efficient and easily maintained, a **NADEN** Board with instant-vue numerals offers absolute control.

NADEN'S offer a variety of models designed to "fit" your field. Available with dial or numeral timing.



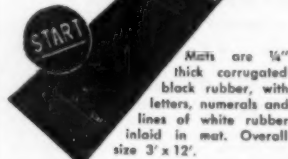
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WEBSTER CITY, IOWA

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WEBSTER CITY, IOWA

RUBBER BROAD JUMP MATS FOR GYMNASIUM USE

(Also Rubber
Fencing Mats)



Approved by New York City Board of Education
PERFO MAT & RUBBER CO., Inc.
281 Fifth Ave., New York 10, N. Y.

2nd Annual Coaching Clinic Illinois State Normal U. and Western Illinois State Coll. June 10-11 Macomb, Ill.

- SID GILLMAN, Cincinnati (Football)
- BUCKY O'CONNOR, Iowa (Basketball)
- RUSS AHEARN, Hebron (Basketball)

Free to Coaches

Write: Ray Hanson, Athletic Director, Western, Macomb, Ill., or Howard Hancock, Athletic Director, Normal Univ., Normal, Ill.



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 351 Fourth Ave., New York 10, N. Y.

AFTER Lefty Gomez wound up his pitching career in the majors, he became a manager at Binghamton in the Eastern League. As a manager, his prime achievement was retaining his sanity and sense of humor.

One day he was coaching at third base. A rookie runner was on second and another man on first. The batter hit to right and everybody lit out at top speed. The rookie rounded third, started for home, then paused to make sure he had gotten the sign to keep going. He glanced back at Gomez, wavered, saw the throw coming, and slid back to third—in time to meet the runner from first zooming in with a beautiful slide.

Gomez gazed sadly at his two heroes sprawled over the same base. "Oh, what the hell," he mumbled resignedly. And he slid in to join them.

Professional athletes are as superstitious as savages, though most of them hate to admit it. Hank Greenberg was one of the few ball players who scorned the charm, hex, and hoodoo. Once, when asked if he had any pet beliefs along these lines, he answered, "Sure. I've got one. Every time I hit a homer, I touch every base."

Which brings to mind the story of the priest who attended a prize fight with a friend. Just before the bell rang, one of the boxers crossed himself. "Will that do any good?" the friend asked. "Of course it will," the priest snapped, "provided he can punch."

From Coach Granville Smith, of St. Paul Park (Minn.) H.S.: "Our kids are very proud of their baseball team's record. In the past seven years, we've won 28 out of 31 conference games, including 13 shutouts and a 20-game winning streak. We've also won six straight championships and tied for the other.

"Our best year was 1950, when we won 11 straight games, six of them by shutouts. In our first five games, our

pitchers chucked three no-hitters and two one-hitters! All in all, we gave up only 13 runs and 31 hits, and stole 97 bases to only seven against us during the year!

"I'm very proud of my boys. We not only play to win and have fun, but we also have great times loading the cars on Sunday and attending church together. We've been doing this for seven years and I know there's a place for it in sports."

The fabulous minor league manager, Spencer Abbott, was renowned as the scourge of umpires. At Charlotte one day, he charged a third base ump, who retreated down the foul line as the manager vented his spleen. Finally, out of breath, Abbott commanded the ump, "Dammit, stand still, or you're going to miss a lot of sound baseball talk."

During the off-season one year, Abbott accepted an appointment as a county sheriff. On his first day in office, he had to organize a posse to track down an outlaw, who was finally cornered in a field. There was an exchange of shots and a bullet pierced Abbott's hat. He returned to town and resigned "because they really brush you back in this league."

When Lou Boudreau met Salvador Dali, the surrealist painter, he was astonished to hear Dali claim that he knew all about baseball. "After all," the artist said, "it's not unlike my paintings. There's surrealism in baseball, too — men, wearing strange clothes in the moonlight, most of them crouching and reaching for objects frequently unattainable."

Al Kunitz, the bright schoolboy baseball coach who made a ballplayer out of Phil Rizzuto, is now coaching at the High School of Music and Art in New York City—a special school for talented youngsters. Al's pride and joy is a teen-age piano virtuoso, Zita Carno, who's invented a language of her own known as basebalese.

Upon being introduced to someone and being greeted with "Pleased to meet you," she'll enthusiastically reply

"The feeling is Musial." Kibitzers are crushed with such rejoinders as, "You are Kinder Sauer. Take a Tipton from me. Take a long Wehmer off a short Piersall and jump into the Westlake. Dropo dead and go to Kell. And don't Stobbs on the Wehmeier down, Evers, because it will Avila you Noren Joost the Seminick."

The kid is Joost an idiom's delight.

Add outstanding high school records: Ritenour H.S., in the past eight years, has copped the Missouri state wrestling crown seven times and finished second the other time. Championship No. 8 ought to be a cinch. Returning next season are four state champions and four other members of the victorious 1951 team.

Fallston (N. C.) H.S. owns a basketball record that ranks with the best. Its Flying Five, coached by Blaine Baxter, has captured 69 of its last 61 games, and 115 of its last 122 contests!

No young hurler ever got off to a better start in pitching life than Ernie Johnson, the bright Brave rookie. Before launching his professional career, Ernie worked for the company which makes all the official league balls he now throws—A. G. Spalding & Bros. On his employment record which he left behind, he stated as his reason for leaving the fact that he planned to enter pro ball.

If Cliff Peterson, hoop coach at Goodman (Wis.) H. S., aged a couple of years during the past season, it's easily understandable. During one stretch of eight games, his club engaged in seven overtime periods! This included three double overtimes and one single overtime. And still another game was lost by one point.

Absolutely no disrespect is intended, but our eyes popped upon viewing the signature attached to an entry in our scholastic intramural rifle tournament. The entry was from Beverly Hills, Cal., and the signature read—Wojtkiewicz S. Wojciechowicz! What a prospect for the Fighting Irish!

Perhaps the most fabled of all Jim Thorpe's fabulous grid feats was his 185-yard run against Army in 1911. Standing on his own 10-yard line, the big Sac-Fox caught a punt and weaved through the entire Cadet eleven for a touchdown. But the officials called the play back. This time Army punted to Carlisle's 5-yard line. Jim fielded the ball on the run and did it all over again—going 95 yards for another td!

When our big league clubs get into a jam, they don't call for the G-men. They yell for the K-men. The names of the greatest relief pitchers in the business all start with K. There are Ellis Kinder, Red Sox; Clyde King, Dodgers; Jim Konstanty, Phillies; and Bob Kuzava, Yankees.

Kan you kall this a coincidence?

(Concluded on page 47)

This Patented "Horse" Makes The Difference



Shows how patented steel horse fits into and firmly grips steel stringer.



The patented Hussey "horse" is one of the many reasons for the superiority of Hussey Portable Bleachers and Grandstands—it cannot be used by any other manufacturer.

Note how the jaws of the solid steel legs grip the steel stringer and make a positive, immovable connection of steel—how the greater the weight, the firmer the grip. Yet by release of the toggle bar at the base, the legs are released and fold into an easily carried and easily stored member.

Hussey Stands are available in two styles—Portable Bleachers (Model 6), Portable Grandstands (Model 8), and come in 6, 10 and 15 tier 12 foot sections that can be added to as desired. They can be used indoors and out and can be erected and taken down easier and faster than any other stands on the market.

FREE catalogs and complete information on request. Write Today.

IRON WORKERS



SINCE 1835

HUSSEY MFG. CO., INC.

521 Railroad Avenue

No. Berwick, Maine

Also mfrs. of—Diving Boards, Floats, Piers, Water Sports Equip., Flag Poles, Fire Escapes and Misc. Iron.



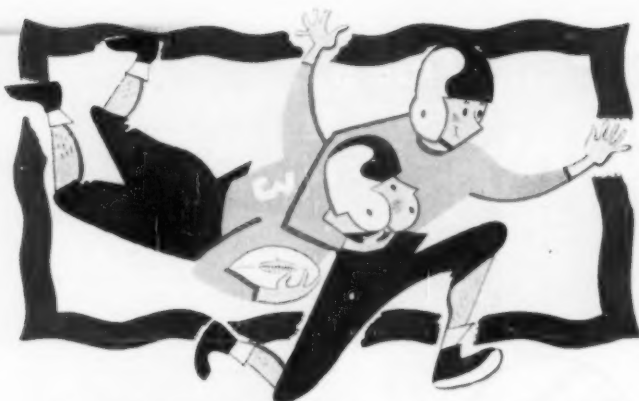
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EASY on the Budget!

Fine, triple-twisted 2-ply yarns woven into full size towels that last for 350 to 500 uses and launderings! . . . A lot of quality for two super-styles—McArthur Super-Gym and McArthur Super Turk towels. Learn more details about the towels designed to aid your school budget today. Write now for complete information which includes the thrift-minded McArthur towel plan.

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New York State Representative: Vern Volland, 19 Fairchild Drive, Eggertsville 21, N. Y.



**IN FOOTBALL IT'S TEAMWORK THAT SCORES
IN UNIFORM
FABRICS
IT'S QUALITY THAT SCORES**



Take a look at the record. Through the years the great football teams have built their reputations on the basis of sound teamwork. Time and again the records show—it's teamwork that scores.

Coaches with years of experience in purchasing athletic equipment recommend Kahnfast, the fabric that can take it on the gridiron or any other field. You can be sure that uniforms in Kahnfast fabrics will always score high in quality and durability.

ARTHUR KAHN CO., INC.
444 Fourth Ave., New York 16, N. Y.



ONE COACH TELLS ANOTHER...

"OUR ROBBINS

Ironbound

**CONTINUOUS STRIP
MAPLE GYM FLOOR IS
THE BEST ATHLETIC
INVESTMENT
WE EVER MADE!"**

And no wonder! Robbins Ironbound Continuous Strip floors combine every important gym floor quality:

- A better playing surface
- Permanent smoothness
- Years longer life
- Lower maintenance cost

You know the minute you step on a Robbins Ironbound Continuous Strip gym floor that it is a winner. It's not dead... not springy... it has just the right resiliency for fast, lively action without undue physical strain. But that's not all. Robbins Northern Maple doesn't splinter and it's permanently smooth. Robbins patented Ironbound method of interlocking with steel splines overcomes shifting, prevents bumps, minimizes wear and maintenance. For new construction or replacement,

Robbins Ironbound Continuous Strip is the finest gym floor you can have... yet it costs no more than ordinary floors.

For your protection Robbins Ironbound Continuous Strip flooring is sold only through authorized contractors. Write for details and name of nearest contractor. Dept. S-62, Reed City, Michigan.

ROBBINS FLOORING COMPANY

World's largest manufacturer of Maple Flooring
Reed City, Michigan • Ishpeming, Michigan



U. S. Pat. Reg. M. A.

Swimming Classes

(Continued from page 34)

and cold much sooner than their parents, after the first lesson I have the parents take their incoming showers first, and then have the children watch the adults apply the dry land drill and receive some individual help. After about 15 minutes of this adult instruction, the children take their showers and come eagerly forward to show Mom or Pop how they can do it.

While the children are in the showers, I tell the parents that swimming must be fun and that I hoped they wouldn't apply any force, threats, or punishment to their child in any relationship to the sport. On the other hand, I hoped they would use praise and competition as incentives to learning.

Furthermore, I warn them that both they and the children would be happier if they didn't set their goals too high and expect too much in 10 days. After all, the creeper isn't much of a walker on his tenth day of trying, the cyclist isn't much of a rider on his tenth day, likewise the skater, dancer, skier. . . .

10-LESSON PLAN

On the first day, the parent and the child take their showers together, enter the water together, and make their adjustment to the new medium together.

Games are often used, especially the first few days, to get the students relaxed. During Lessons 2-10, after the completion of the dry land drill, the parents enter the water first.

The 45-minute period is divided into the following time intervals:

Dry land drill for all—at which time new material is explained and demonstrated (assistant in water), and attempted by all on dry land—10 minutes.

Parents' instruction in the water as a group—5 minutes.

Parents' instruction in the water, individually—10 minutes.

Children's instruction in the water as a group—5 minutes.

Children's instruction in the water, individually—15 minutes.

1st Day—Walk in pairs holding hands; jump up and down; splash hands; dip face into water; try to keep eyes open; inhale, squat, exhale blowing bubbles; facing partner, join hands very lightly, elbows straight—parent walks backward as child goes into face float.

2nd Day—Review; holding edge, face in water, turn head for breathing; kick at edge, holding breath; kick as partner pulls other thru water; face float and recover vertical position (parents and more advanced children can learn this now—others later).

3rd Day—Review; combine kicking

at edge with breathing at edge; "steamboat" and getting up (here again some children will lag behind); back float (slow children don't need to bother with this float).

4th Day—Review. Lots of individual help.

5th Day—Arm movement—dry land; "steamboat"—add arms without breathing; slow students encouraged to face float and "steamboat"—to slip their hands off parents'.

6th Day—Review; "steamboat" and arms—still no breathing; breathing at edge with kick; sit dive from edge—parent standing in water facing child.

7th Day—Review; back float, roll over, and "steamboat" or swim; "steamboat" or swim and roll over into back float; combine two above; breathing with arm and leg movements—whole stroke; sit dive.

8th Day—Review; some are ready for deep water experience—use pole and let student swim along edge.

9th Day—Review; work on stroke as a whole; deep water with pole; deep water sit dive with pole.

10th Day—Review; American crawl (or reasonable facsimile); deep water stand dive (bend-fall type)—with pole if necessary.

This article is based upon 24 years of aquatic instructional experience. The writer, who is the wife of a high school coach, has taught swimming for the Portland Bureau of Parks, Reed College, YWCA of Portland, University of Oregon, and the Eugene Bureau of Parks and Recreation. Summer recreational men will find it a most popular and highly lucrative activity.

Coaches' Corner

(Continued from page 45)

After 29 years of coaching hooks and dribbles, Sam Storbey is calling it a day. Sam started his coaching career in South Dakota, coaching all sports at both Langford and Groton. From there he moved to Estherville, Iowa, and then to Quincy, Ill., where his 1934 club annexed the state crown. In 1935, he moved on to Proviso Township H. S. (Maywood, Ill.), and over the next 13 years captured three Suburban League Championships. For the past four years, he has been coaching at George Williams College. From now on, Sam will devote all his energies to teaching social studies at Proviso.

How the Braves hated to "lose" Chet Nichols, their 20-year-old pitching find, to the Armed Forces. As a rookie last season, Chet topped the league with a 2.88 earned-run average.

Chet's feat was no surprise to the fans around Pawtucket, R. I. Three years ago, Chet didn't lose a game at Pawtucket H.S. He won all 10 of his starts, including six shutouts and 61 scoreless innings in a row. In one of these games, he whiffed 23 batters!

SAFE COMFORTABLE SEATING

at economy prices



**LEAVITT
PORTABLE STEEL
BLEACHERS**



Coaches and spectators alike heartily agree that here is comfortable seating that means greater attendance and more enthusiastic crowds!

LEAVITT portable steel understructure bleachers have many special features that make Leavitt, pioneers in this field, today's leaders! New and constantly improved, they provide you with the best seating buy in portable bleachers. They're ideally suited for both indoor and outdoor use. Our engineering staff offers its services to you without obligation. FREE literature gladly sent on request.

LEAVITT bleacher Co.

SINCE 1895

BOX 33, URBANA, ILL.

MASTER COUPON

To obtain free literature and sample goods, carefully check items desired and mail coupon directly to Scholastic Coach Advertising Dept., 351 Fourth Ave., New York 10, N. Y. Numbers in parentheses denote pages on which the advertisement may be found.

AMERICAN HAIR & FELT (39)

- ☐ Information on Oxite
Gym Mat Felt Filler

AMERICAN WIRE (48)

- ☐ Folder on Locker Baskets
and Uniform Hanger

BELL MAT RECONDITIONING (48)

- ☐ Information on Gym Mat
Reconditioning Service

BEMEL & ASSOCIATES (41)

- ☐ Information on Football
Down Marker

BERLIN CHAPMAN (43)

- ☐ Catalog on Grandstands

BIKE WEB

- ☐ (Inside Back Cover)
☐ Catalog on Full Line of
Athletic Supporters

BRADLEY WASHFOUNTAIN (38)

- ☐ Catalog of Column
Showers, Washfountains
and Drinking Fountains

BROOKS SHOE (16)

- ☐ Catalog of Brooks-Tax
Model Athletic Footwear

CEDAR KRAFT (48)

- ☐ Information on Electric
Basketball Scoreboards

COACHING SCHOOLS

- Further information on
☐ Eastern Basketball (40)
☐ New York St. (48)
☐ Ohio Football (40)
☐ West. Ill.-Ill. Norm. (44)

GENERAL SPORTCRAFT (2)

- ☐ Rules Booklets for Bad-
minton, Deck Tennis,
Shuffleboard, Table
Tennis, Bat Tennis

H. & R. MFG. (18)

- ☐ Booklet on Baseball,
Football, and Track Dry
Line Markers

HAND KNIT HOSIERY (36)

- ☐ Information on Wigwag
Athletic Socks

HORN BROS. (4)

- Information on
☐ Folding Gym Seats
☐ Folding Partitions
☐ Folding Stages
☐ Horn Representative
☐ Classroom Wardrobe
Folder

HUNTINGTON LABS. (35)

- ☐ 1952 Basketball
Coaches Digest

SEE PAGE 48 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

GYM MATS

- Cleaned
- Repaired
- Recovered

BELL MAT RECONDITIONING CO.
 PLANT: 382-386 MICHIGAN AVE.
 OFFICE: 1230 GENESEE ST.
 BUFFALO, N. Y.

GYMNASIUM and PLAYGROUND APPARATUS.
PORTABLE WOOD BLEACHERS and STEEL GRANDSTANDS.
SCHOOL DESKS, CHAIRS, TABLES.
BRADLEY M. LAYBURN CO.
 461—8th Avenue, New York, N. Y.



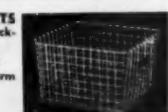
CHICAGO GRENADIERS BRAND
LEATHER BASKETBALL NETS
 Natural Tan Only

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 Woven and welded checking baskets.
UNIFORM HANGERS
 Space saving uniform hangers.



Made from heavy gage, doubly welded steel wire. Available in sizes to meet your locker room needs. Write for descriptive literature.

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 267-273 Grant Ave.
 Jersey City, New Jersey

TRY . . .
Courtley
ANTISEPTIC DEODORANT BODY POWDER
America's "No. 1 Refresher"

Electric Basketball Scoreboards

While a limited supply lasts
 Only \$173.50 less Cable—
 No Moving Parts—Guaranteed
 In Use All Over U. S.
 Write for free information
CEDAR KRAFT COMPANY
 Grand Haven, Michigan

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MASTER COUPON

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- ☐ Catalog on Steel Portable Bleachers
- ☐ Water Sports Equipment Catalog

KAHN, ARTHUR (46)

- ☐ Addresses of Nearest Uniform Makers

LAYBURN, BRADLEY M. (48)

- ☐ Information on Gym and Playground Apparatus
- ☐ Information on Portable Wood Bleachers and Steel Grandstands

LEAVITT BLEACHER (47)

- ☐ Literature on Portable Steel Bleachers

McARTHUR & SONS (45)

- ☐ Towel Plan
- ☐ Information on Super-Gym and Super-Turk Style Towels

MEACHAM, E. O. (48)

- ☐ Information on Leather Basketball Nets

NADEN & SONS (44)

- Electric Scoreboards and Timers
- ☐ Baseball Catalog
- ☐ Basketball Catalog
- ☐ Football Catalog

NATIONAL SPORTS (40)

- ☐ Price Catalog on Jim-Flex Gym Mats

NISSAN TRAMPOLINE (33)

- ☐ Booklet, "Tips on Trampolining"
- ☐ Literature on Trampoline Parts and Accessories

PERFO MAT & RUBBER (44)

- ☐ Information on Rubber Broad Jump and Fencing Mats

QUAKER OATS (37)

- ☐ Book, "How to Play Football" by Charlie Caldwell
- How many _____

RAWLINGS MFG. (3)

- ☐ Catalog

RIDDELL, JOHN T.

- (Inside Front Cover)
- ☐ Information on Suspension Helmets, Shoes, Balls, Track Supplies

ROBBINS FLOORING (46)

- ☐ Details on Ironbound Continuous Strip Flooring

SAND KNITTING (43)

- ☐ Information on New Nylon Ribbed-Knit Football Pants
- ☐ Catalog on Award Sweaters and Jackets, Basketball and Football Pants and Jerseys

SEAMLESS RUBBER (6)

- ☐ Catalog of Footballs, Basketballs, Soccers

SPALDING & BROS. (1)

- ☐ Catalog
- ☐ Sports Show Book

NAME _____ POSITION _____

(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

No coupon honored unless position is stated June, 1952

A TAPE FOR EVERY NEED

BIKE

GIVES YOU A COMPLETE LINE OF
TRAINERS TAPE

BIKE FORMULA 87 is the highest quality tape obtainable. The high tensile strength of its extra sturdy back-cloth makes it ideal for taping to protect or prevent injuries during drills or actual play.

BIKE ZINC OXIDE is compounded with the highest grade adhesive mass and slightly lighter back-cloth than Formula 87, giving it more flexibility. For greater economy in taping for overnight support and protection off the playing field.

BIKE GENERAL PURPOSE is recommended for real economy where you need a lightweight quality tape for general use. Its flexible back-cloth lets you work fast with good, sure results. Keep a supply of Bike General Purpose Trainers Tape handy and save wherever you don't need the specific properties of Bike Zinc Oxide or Formula 87.

Bike brings you a different tape for every requirement in a wide selection of cuts and assortments. All top quality tapes that go on smoothly—stick firmly under light pressure and stay stuck—yet are easy to remove.

And the most recent report shows that Bike Trainers Tapes cause *significantly less irritation than the other popular brands tested.*

That's why so many coaches and trainers insist on the "Bike Line." Why not make the benefits of Bike Trainers Tapes available to yourself and your athletes, today.

THE BIKE WEB COMPANY

309 W. Jackson Blvd., Chicago 6, Illinois



FALSE ECONOMY

It has been standard practice in the reconditioning industry for many years for new firms which spring up to slash quality and undercut IVORY SYSTEM prices in an attempt to secure orders. In comparing relative prices, coaches and athletic directors

sometimes overlook the fact that with our capacity for production and our wealth of experience, the IVORY SYSTEM could undersell any other firm in the industry, *if we, too, were willing to sacrifice quality and service.*

We feel, however, that today's high-priced equipment deserves more than mere patch-work repairing and haphazard protection.

When you entrust your valuable equipment to the IVORY SYSTEM, you buy much more than the unmatched materials and workmanship for which we are famous. Among

other things, you buy millions of dollars in insurance against loss from any cause. It is a false idea of economy to gamble thousands of dollars worth of equipment to save pennies.



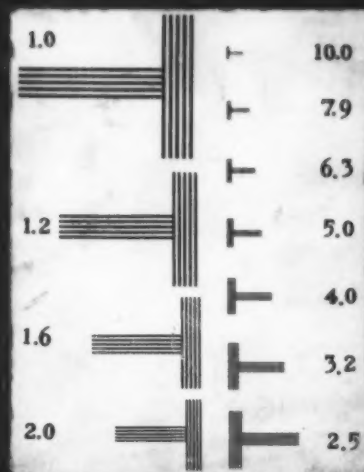
"IN A CLASS BY ITSELF"

Ivory System

PEABODY, MASSACHUSETTS

RECONDITIONERS
OF ATHLETIC
EQUIPMENT

RESOLUTION CHART



100 MILLIMETERS

INSTRUCTIONS Resolution is expressed in terms of the lines per millimeter recorded by a particular film under specified conditions. Numerals in chart indicate the number of lines per millimeter in adjacent "T-shaped" groupings.

In microfilming, it is necessary to determine the reduction ratio and multiply the number of lines in the chart by this value to find the number of lines recorded by the film. As an aid in determining the reduction ratio, the line above is 100 millimeters in length. Measuring this line in the film image and dividing the length into 100 gives the reduction ratio. Example: the line is 20 mm. long in the film image, and $100/20 = 5$.

Examine "T-shaped" line groupings in the film with microscope, and note the number adjacent to finest lines recorded sharply and distinctly. Multiply this number by the reduction factor to obtain resolving power in lines per millimeter. Example: 7.9 group of lines is clearly recorded while lines in the 10.0 group are not distinctly separated. Reduction ratio is 5, and $7.9 \times 5 = 39.5$ lines per millimeter recorded satisfactorily. $10.0 \times 5 = 50$ lines per millimeter which are not recorded satisfactorily. Under the particular conditions, maximum resolution is between 39.5 and 50 lines per millimeter.

Resolution, as measured on the film, is a test of the entire photographic system, including lens, exposure, processing, and other factors. These rarely utilize maximum resolution of the film. Vibrations during exposure, lack of critical focus, and exposures yielding very dense negatives are to be avoided.

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